

Inspection date	30 October 2017
Previous inspection date	1 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and staff have made significant improvements since the last inspection. For example, organisation of the playroom has been effected. This has helped children to make their own choices in their play and had a positive effect on children's behaviour.
- Children make good progress. The well-qualified staff accurately assess children's progress and understand their interests and developmental needs. Children participate in challenging activities that support them in developing their knowledge and skills.
- Staff provide a warm and welcoming environment. Children are emotionally well supported by the caring and attentive staff who help them to form strong attachments. Children learn how to be kind and caring towards other children.
- Partnerships with parents are strong. There is an effective two-way sharing of information with parents so that they can extend their child's learning at home. Parents speak highly of the nursery. They comment on the approachable staff and about how their children enjoy attending.

It is not yet outstanding because:

- Staff do not consistently work as effectively as possible with other childcare settings that children attend to ensure that their development is always fully promoted.
- At times, staff do not give children the time they need to think and respond to questions or to independently solve any problems they encounter during activities, to support their thinking skills fully.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build on the opportunities to work more effectively in partnership with all other childcare settings that children attend
- consistently support children to solve problems during activities and give them time to respond to questions to help develop their thinking skills to the highest levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff complete regular training in this area and demonstrate a good understanding of the process for reporting concerns about children's welfare. The management team follows rigorous recruitment and induction procedures to help ensure that all staff are suitable for their role. Staff's ongoing suitability is assessed through peer observations and regular supervision meetings. The enthusiastic management team is ambitious, reflective and demonstrates a strong commitment to providing the best possible experiences for children. They use self-evaluation well to identify further areas for improvement and there are clear action plans in place to develop the service further. For example, they plan to provide access to an outdoor area for children. The management team has a good overview of children's progress. This helps them to identify any delays or gaps in children's learning and development that need to be addressed.

Quality of teaching, learning and assessment is good

Activity planning is effective and staff use resources as a way of supporting children's learning. For example, children explore the different sounds that instruments make. They particularly love to sing well-known rhymes. Staff use finger puppets and incorporate mathematics as children take one away in the rhyme. Children learn good communication and language skills. Staff repeat what children say to them so that children can hear the correct way to say words. Staff also effectively use sign language to help support children's emerging communication skills. Children delight in asking how to do signs for certain words and are eager to copy staff's actions. Staff place a good focus on children actively learning and adapt activities well to suit all ages, overall. For example, children enjoy painting and rubbing their hands in the paint. Staff introduce literacy skills and help children notice the marks they have made with their fingers in the paint.

Personal development, behaviour and welfare are good

Children learn about and enjoy healthy lifestyles. For instance, they get plenty of fresh air and exercise during walks in the local environment. They enjoy many activities, such as music and movement sessions indoors, that support their physical development. More-able children learn how to hop and move round the space successfully. Staff help children to learn about changes to their bodies after exercise and when they need to rest or have a drink. Good hygiene practices are followed and children's growing independence is encouraged. More-able children manage handwashing and toileting by themselves.

Outcomes for children are good

Children are well prepared for the next stage of their learning. Older children show empathy towards younger children or those who are new to the setting. They confidently speak with visitors and follow instructions and routines willingly. Children have good levels of self-esteem and have positive attitudes towards challenging activities. Children develop the key skills required in preparation for school.

Setting details

Unique reference number	EY499154
Local authority	Middlesbrough
Inspection number	1100565
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	16
Number of children on roll	18
Name of registered person	Childcare Setting Partnership
Registered person unique reference number	RP900826
Date of previous inspection	1 June 2017
Telephone number	0785220391407512754946

Little Wonders registered in 2016. The setting employs five members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The setting opens from Monday, Tuesday, Thursday and Friday for 47 weeks of the year. Sessions are from 7.30am until 5.30pm and on Fridays from 7.30am until 5pm.

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